

Unit Plan: Learning from the Past Through Artefacts

Student: Azeem (Grade 2)

Central Idea: Artefacts help us understand how people lived and what they believed in the past.

Lines of Inquiry:

- Types and features of artefacts (**Form**)
- How artefacts help us learn about life long ago (**Function**)

Key Concepts: Form, Function

Related Concepts: History, Memory, Culture, Identity, Invention, Change

Approaches to Learning (ATLs): Thinking Skills, Communication Skills, Research Skills, Self-Management Skills, Social Skills

Learner Profile Attributes: Inquirer, Knowledgeable, Reflective

Lesson 1: What is a Treasure?

Kath Murdoch Inquiry Cycle Stage: Tuning In (تیار کرنا / توجہ دلانا)

Materials Needed: A special personal object for the teacher, Azeem's chosen special object, chart paper, markers, pictures of modern objects and old objects (e.g., smartphone vs. rotary phone, modern car vs. old car).

Activity 1: My Personal "Artefact"

The teacher shows a personal object that has a story (e.g., a grandparent's watch, a souvenir from a trip). The teacher tells the story of the object: what it's made of (form) and why it's important (function/memory). Azeem is then invited to share his own special object and explain why it is important to him. This introduces the idea that objects hold memories and stories (**Memory, Identity**).

Activity 2: Old vs. New Sorting Game

Using the pictures of old and new objects, Azeem sorts them into two piles: "Then" and "Now." We discuss the differences we see. How has the phone changed? How has the car changed? This introduces the concept of **Change** and **Invention** over time. (**Thinking Skills: Sorting & Classifying**).

Activity 3: Defining "Artefact"

Together, we create a simple definition for the word "artefact" on chart paper. For example: "An artefact is an object made by a person that tells us a story about the past." We can draw pictures next to the definition. This builds a shared understanding and vocabulary for the unit. (**Knowledgeable**).

Lesson 2: Clues in Our Own Home

Kath Murdoch Inquiry Cycle Stage: Tuning In (تیار کرنا / توجہ دلانا)

Materials Needed: A family heirloom or old object from home (e.g., old photograph, kitchen utensil, piece of embroidery), notebook, pencil, drawing materials.

Activity 1: Family Detective

Azeem becomes a "Family Detective." With the teacher's help, he interviews a parent or grandparent about an old family object. He asks questions like: "Who made this?", "When did you get it?", "What was it used for?". This helps him see history in his own home. **(Communication Skills, Social Skills).**

Activity 2: Artefact Observation Drawing

Azeem closely observes the family object and creates a detailed scientific drawing of it in his notebook. He labels the different parts, materials, and colors. This is a direct focus on the concept of **Form. (Thinking Skills: Observation).**

Activity 3: Presenting the Findings

Azeem presents his drawing and the story he learned from his interview. He explains what this single object taught him about his own family's past **(Culture, Identity)**. This builds his confidence and communication abilities. **(Inquirer, Communicator).**

Lesson 3: A Trip to the Indus Valley

Kath Murdoch Inquiry Cycle Stage: Finding Out (معلومات کرنا / ڈھونڈنا)

Materials Needed: Tablet or computer for videos/images, world map or globe, large paper for a K-W-L chart, markers.

Activity 1: Virtual Field Trip

We locate the Indus River on a map. Then, we watch a short, child-friendly video about the ancient city of Mohenjo-Daro. We pause to discuss what we see: buildings, streets, and hints of how people lived. The goal is to spark curiosity. **(Inquirer).**

Activity 2: K-W-L Chart

We start a K-W-L (What I ****K****now, What I ****W****ant to know, What I ****L****earned) chart. Azeem shares what he thinks he knows about ancient cities and what he now wants to know after the video. His questions will guide our inquiry. **(Thinking Skills: Questioning).**

Activity 3: Picture Detective

We look at high-quality images of famous Indus Valley artefacts (e.g., the priest-king statue, painted pottery, seals with animals). For each picture, Azeem describes what he sees and asks questions. "Why does the pot have lines on it?" "What animal is that on the small stone?" All questions are valued and recorded. **(Research Skills: Formulating Questions).**

Lesson 4: Decoding the Artefacts

Kath Murdoch Inquiry Cycle Stage: Finding Out (معلومات کرنا / ڈھونڈنا)

Materials Needed: Pictures of Indus Valley seals, clay or play-doh, printed pictures of Indus Valley pottery cut into "puzzle" pieces, access to kid-safe search engine.

Activity 1: Making Our Own Seals

We look closely at the Indus Valley seals. We discuss their **form** (small, square, made of stone) and guess their **function** (stamping goods for trade, a form of signature). Then, Azeem uses clay and a toothpick or small tool to design and create his own personal seal with symbols that represent him. **(Creative Thinking)**.

Activity 2: Pottery Puzzle Challenge

Azeem reassembles the "broken" pottery puzzle. As he puts it together, we discuss the patterns (form) and think about what it could have held (function - water, grain, etc.). This helps him understand how archaeologists piece together the past. **(Thinking Skills: Problem-Solving)**.

Activity 3: Answering a Question

We revisit the questions from the K-W-L chart. Azeem chooses one question he is most curious about (e.g., "What were the games they played?"). Together, we use a kid-safe search engine to find pictures of Indus Valley toys and games, finding the answer together. **(Research Skills: Gathering Information)**.

Lesson 5: Sorting It All Out

Kath Murdoch Inquiry Cycle Stage: Sorting Out (ترتیب دینا / سمجھنا)

Materials Needed: Cards with pictures of various artefacts (Indus Valley and modern), large paper, markers, a T-chart labeled "Form" and "Function".

Activity 1: Form & Function T-Chart

We choose a simple modern object, like a pencil. On the T-chart, we list its **Form** (long, thin, made of wood and graphite, yellow) and its **Function** (to write or draw). We repeat with one ancient artefact, like a clay pot, to solidify the two concepts.

Activity 2: Artefact Sorting

Using the artefact picture cards, Azeem sorts them into groups based on their likely function. He might create categories like "Tools," "Jewelry," "For the Kitchen," "Toys." He must explain his reasons for each category. This helps him organize his new knowledge. **(Thinking Skills: Categorizing)**.

Activity 3: Design a New Artefact

Azeem is challenged to invent a new artefact for the people of the Indus Valley. He must first decide its **function** (e.g., "a tool to carry water more easily") and then draw its **form**. He explains how its form helps its function. **(Invention, Creative Thinking)**.

Lesson 6: A Day in Mohenjo-Daro

Kath Murdoch Inquiry Cycle Stage: Sorting Out (ترتيب دینا / سمجھنا)

Materials Needed: Drawing paper, colored pencils or markers, a large Venn Diagram drawn on paper, journal/notebook.

Activity 1: Comic Strip Story

Azeem creates a short, three-panel comic strip showing a child's day in Mohenjo-Daro. He must include at least two artefacts we have studied and show how they are being used. This synthesizes his learning into a narrative. **(Communication Skills, Knowledgeable)**.

Activity 2: Then and Now Comparison

Using the Venn Diagram, we compare and contrast life then and now. We can compare an object (clay pot vs. steel pot) or an activity (playing with a clay cart vs. a remote-control car). This deepens his understanding of **Change** and continuity. **(Thinking Skills: Comparing and Contrasting)**.

Activity 3: Reflection Journal

Azeem reflects on his learning. In his journal, he responds to the prompt: "What is the most interesting thing you learned about how people lived long ago? Why do you think it is interesting?" This encourages metacognition. **(Reflective)**.

Lesson 7: The Archaeologist's Workshop

Kath Murdoch Inquiry Cycle Stage: Going Further / Making Conclusions (مزید تحقیق کرنا / نتیجہ اخذ کرنا)

Materials Needed: A sandbox or large bin with sand/soil, some "artefacts" to bury (e.g., a small clay pot, some seashells, an old key, a painted rock), a paintbrush for dusting, a small notebook for cataloging.

Activity 1: The "Dig Site"

The "artefacts" are buried in the sandbox. Azeem becomes an archaeologist. He must use the paintbrush to carefully and slowly excavate the items without breaking them. This teaches patience and care. **(Self-Management Skills)**.

Activity 2: Cataloging the Finds

For each item he uncovers, Azeem fills out a simple "Artefact Card" in his notebook. He must: 1. Draw the object. 2. Describe its **Form** (color, texture, size). 3. Make an educated guess (a hypothesis) about its **Function**. This is the core work of an archaeologist. **(Making Conclusions)**.

Activity 3: Curating a Museum Exhibit

Azeem takes his excavated items and their catalogue cards and arranges them on a small table or shelf to create his own mini-museum exhibit. He decides the best way to display them to tell a story. He then gives a "museum tour" to a family member. **(Communication Skills, Social Skills)**.

Lesson 8: My Mark on History

Kath Murdoch Inquiry Cycle Stage: Taking Action (عمل کرنا)

Materials Needed: Shoebox, craft supplies (cardboard, clay, foil, markers), paper, pencil.

Activity 1: Designing for the Future

We discuss: "If an archaeologist 500 years from now found your things, what would they learn about you?" Azeem brainstorms 3-5 objects from his own life that best represent him and our time (**Identity, Culture**).

Activity 2: Build a Mini-Artefact

From his list, Azeem chooses one object and creates a miniature version of it using craft supplies. It could be a model of his favorite book, a tablet, or a soccer ball. He focuses on recreating its **form** accurately.

Activity 3: A Letter to the Future

Azeem writes a short letter to the future archaeologist who might find his model. In the letter, he explains the object's **form** and, most importantly, its **function** and why it is important to him. This is his "action"—to communicate his story to the future. (**Reflective, Communicator**).

Final Unit Project: Azeem's Time Capsule Museum

This project synthesizes the entire unit, allowing Azeem to take meaningful action with his learning.

Part 1: The Curation (Sorting Out)

Azeem will select 5 real objects from his life that he believes tell the story of a 2nd grader in the 21st century. The objects should represent different parts of his life (e.g., something he learns with, something he plays with, something representing his culture or family, something related to technology).

Part 2: The Museum Labels (Making Conclusions)

For each of the 5 objects, Azeem will create an official "Museum Information Card." Each card must include:

- **Name of Artefact:** (e.g., "Gaming Controller")
- **Drawing of the Artefact:** A careful drawing.
- **Description of Form:** What is it made of? What shape and colors does it have?
- **Description of Function:** What is it used for? What does it tell us about life today? What does it tell us about the user (Azeem)?

Part 3: The Exhibit (Taking Action)

Azeem will design and set up his "Time Capsule Museum" exhibit in a dedicated space (a large box, a shelf, a small table). He will thoughtfully arrange his 5 artefacts and their matching information cards. He should think about how to make his exhibit interesting for visitors.

Part 4: The Museum Tour (Communication)

Azeem will act as the museum curator and lead his family on a guided tour of his exhibit. He will present each artefact, read the information from the cards, and answer questions from his audience. This is his final presentation, demonstrating his deep understanding of how objects—past and present—tell the powerful story of who we are.